

Budget

Black River Local (048462) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (6)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	378,500.00	0.00	378,500.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	13,878.00	0.00	0.00	0.00	13,878.00
Prof Development		16,575.00	2,925.00	29,875.00	24,357.00	0.00	0.00	73,732.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		16,575.00	2,925.00	43,753.00	24,357.00	378,500.00	0.00	466,110.00
Adjusted Allocation								0.00
Remaining								-466,110.00

Application

Black River Local (048462) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (6)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Redesigning Education

2. Executive summary: Please limit your responses to no more than three sentences.

This project titled 'Redesigning Education' will increase student achievement of 900 students in grades 4 -12 by implementing a rotation model of blended learning, increasing curricular offerings to include STEM courses, and utilizing digital curricular materials. These approaches to teaching and learning require rethinking the role of the school, the role of the teacher, the role of parents and the community, the structure of the classroom, and the ways that knowledge and skills are imparted and measured. This project will revolutionize the way that we view education.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

900 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant
Cheryl Hlavsa

Organizational name of lead applicant
Black River Local School District

Address of lead applicant
257 County Road 40

Phone Number of lead applicant
813-473-2578

Email Address of lead applicant
Chlavsa@blackriver.k12.oh.us

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

In today's society, students use technology as a part of their daily routine. Although the rate of change outside of schools had always been faster than inside schools, the advent of the Internet has widened the gap. Many students have their own mobile devices including cell phones, e-readers, laptops, and tablets. Today's students often come to school with more technological sophistication and experience than their teachers. Research has shown that using technology in schools leads to fundamental structural changes that can be integral to increases in student achievement, however initial COST becomes the prominent factors hindering BRLSD from fully embracing 1-1 computing. The BRLSD does not have enough technology to meet the needs of the students in grades 4 - 12. The number of students qualifying for free and reduced lunches in the district has been increasing annually, now reaching 37.6% district wide; 44.8% in grades K - 5, 41.13% in grades 6 - 8, 25.53% in grades 9 - 12. Although the district instituted a 'bring your own device policy' in 2011, very few students bring technology to school. Start up costs for 1-1 technology district wide make implementation of such a program cost prohibitive. Financial difficulties in the district have resulted in the elimination of many curricular offerings. We need to use our current staff in a different way to make students ready for careers and college. Retraining staff to teach STEM courses with a high quality, proven curriculum will enhance students' understanding of how concepts learned in the classroom connect to their everyday lives, their future learning, and their career options. Start-up costs on these programs make them cost prohibitive.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Black River Local School District (BRLSD) will increase student achievement of 900 students in grades 4 -12 by implementing a rotation model of blended learning, increasing curricular offerings to include STEM courses, and utilizing digital curricular materials. The following is an outline of the innovation. ROTATION MODEL OF BLENDED LEARNING BRLSD will define the rotation model of blended learning as students moving through learning activities that cover different modalities, with at least one of these activities being administered online. This model of blended learning with its evolving pedagogy is a fundamental redesign of teaching and learning with the goal of accelerating learning toward college and career readiness. Students set their own learning goals, move at their own pace, and have access to learning 24/7. Using blended learning will require the BRLSD to rethink how classes are structured and how time is used. STEM CURRICULUM Global competitiveness is demanding that our schools become more reactive to the need for skilled workers in science, technology, engineering, and math. STEM is a curriculum based on the idea of integrating these four subjects. BRLSD will incorporate Project Lead the Way (PLTW) a research based curriculum for students in grades 4 - 12. This program enables students to work cooperatively and answer authentic questions; develops students' awareness of the possibility of math, science, engineering, and technology careers as viable life options, and; facilitates continual support among parent, teachers, students, and community organizations to ensure all program activities are achieved and students feel supported. PLTW will provide professional development for the teachers who instruct the STEM courses. DIGITAL CURRICULAR MATERIALS With the incorporation of blended learning and 1-1 technology, teachers and students will have access to the thousands of curriculum resources on the Internet, the vast array of open source educational resources, and the digital materials created through curriculum publishers. Curriculum can be differentiated through interactive materials, tutorials, and multiple instructors. Teachers have much greater flexibility in finding, modifying, and customizing curricula to fit the needs of their students. This flexibility will open the door of our rural community to a global perspective. BRLSD will use free online platforms and materials, as well as teacher created curricula. PROFESSIONAL DEVELOPMENT This project will cause a shift in instructional practices to a more student-centered and problem based learning environment with increased demand on higher-order thinking. Ongoing professional development for teachers will include how to operate the technology and use online content, how to teach and manage a blended learning classroom, and how to utilize blended learning pedagogy. This is critical to ensure the success of the project. BRLSD will provide its own on-campus professional development, as well as utilize professional development created for the program by its partner, Tri County Computer Service Association (TCCSA). STUDENT, PARENT, AND COMMUNITY INVOLVEMENT Parent, student, and community involvement is key to the success of any school initiative. BRLSD will communicate face-to-face and by webinar with any interested parties about this project and its goals. Community partners will be invited to share in the initiative by providing support in the form of speakers, field trips, and internships

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

BRLSD student's 2014 PROFICIENCY SCORE RESULTS are reading: (86.2% in grade 3, 85.7% in grade 4, 70.2% in grade 5, 87.5% in grade 6, 90.7% in grade 7, 92.6% in grade 8, and 93.3% in 10th grade, 96.2% in grade 11), math: (73.4% in grade 3, 79.1% in grade 4, 62.8% in grade 5, 80.8% in grade 6, 86.9% in grade 7, 88.2% in grade 8, 94.4% in grade 10, 94.2% in grade 11), science (60.6% in grade 5, 84.3% in grade 8, 92.1% in grade 10, 89.4% in grade 11), and social studies (85.4% in grade 10, 91.3% in grade 11). Black River Elementary is in continuous improvement. Our goal is to improve all areas that are 80% or below by 5% each year until all students reach proficiency. On the district report card the PERFORMANCE INDEX was 81.4 % B and the indicator met was 83.3% B. We do not know what the 2015 percentages

so it is difficult to select a percentage. Based on present scores, we project a 5% increase. Within 5 years the PROGRESS MEASURE COMPONENT GRADE will be an A. The OVERALL PROGRESS MEASURE on the district report card (Value Added) was a D, Gifted was an F, Lowest 20% was a C, and Students with Disabilities was a B. BRLSD will improve to a C overall, C in Gifted, a B in lowest 20%. We do not know what the 2015 scores will be so it is difficult to set a realistic progress goal. Within 5 years our district progress measure for value added will be an A. SHORT TERM GOALS 1) Student achievement will meet or exceed proficient levels on state achievement tests (OAA grades 4 - 8, OGT - high school) and local student measures (9 weeks grades, high school midterm, and final exams). 2) District Value Added Reports in grades 4 - 8 in Language Arts and Math will meet or exceed one years growth in language arts and math. 3) Students will meet or exceed their growth targets in math, language arts, social studies and science on the data collected through the OTES Framework. ACHIEVEMENT MEASURES AND VALUE ADDED DATA will increase by: a. Ensuring that every student has access to a wi-fi capable computer. b. Providing students' access to classroom content 24/7. c. Providing greater access to instructional materials and information to parents. d. Differentiating classroom content using a free online platform (Moodle, Schoology, iLearnOhio, etc.). e. Providing continuous sustained professional development for teachers.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

1. PURCHASE SERVICES AND SUPPLIES; REDUCED PAPER, PRINTING, AND COPYING COSTS - \$32,400 per year and \$162,000 in 5 years. A cost-saving benefit of 1:1 technology for schools is that it can dramatically reduce the amount of paper used in the classroom. Teachers' printing and copying costs can be dramatically reduced as well. Handouts that were once on paper can now be sent to students electronically through methods such as Google Docs or as an email attachment. Student work, similarly, can be turned in (and graded) electronically. 2. PURCHASE SERVICES; REDUCED ELECTRICAL COSTS - \$5386 per year savings per year and \$26,930 in 5 years Eliminating 200 district desktops by replacing with laptop computers will save the district money in electricity. (Fourth and fifth grade laptops (200 laptops) will have charging stations in their homerooms.) 3. SUPPLIES AND MATERIAL; TEXTBOOK REPLACEMENT COSTS - Savings of \$35,000 per year and \$175,000 in 5 years. Replacing textbooks with open source materials and digital curricular materials will reduce textbook costs by 50%.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

a) Current BRLSD staff will be trained to teach Project Lead the Way courses. The Launch K-5 model uses a train the trainer model and we will train one teacher. The Gateway to Technology Middle School program will train 1 middle school teacher to teach Design and Modeling and Automation and Robotics. The Pre Engineering Program will train 2 high school teacher to teach Introduction to Engineering Design and Principles of Engineering. Within the next three years, we will train 2 additional high school teachers to teach additional Pre Engineering course offerings. b) Blended learning will be used to creatively leverage teacher expertise and student-teacher ratios to increase differentiation. c) Students will become engaged in a 21st Century learning environment. Behavior and attendance problems will be minimal, freeing teachers to spend more time working with students.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

466,110.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

1. INSTRUCTION TOTAL= \$378,500 Student Portable Electronic Devices: (900 students) (\$305 per device) = \$274,500 Teacher laptops with Microsoft Office: (65 teachers) (\$600 per device) = \$39,000 Projectors, mounts, cables, miscellaneous: (65 projectors) x (\$1,000 per projector) = \$65,000 Rationale: In a blended learning environment , students need 1-1 access to portable electronic devices. These devices need to be durable. Teachers all need to be using the same brand of laptop to provide professional development and support. Current laptops are 5 to 9 years old and vary in model and software; ie. Microsoft Word 2003, Microsoft Word 2007 and OpenOffice. All these devices have Microsoft XP which is not longer being supported by Microsoft. Purchasing these laptops with Microsoft Office would provide consistency and amongst the staff. The projectors that we will purchase have a bulb that is guaranteed to last 10 years. The projector that we have are 5 -7 years old and many are failing. Purchasing a better quality device will ensure longevity. 2. PROFESSIONAL DEVELOPMENT TOTAL= \$73,732.00 TCCSA contract: (\$400 per day) (15 days) = \$6000 Stipends for teachers taking summer training: (\$150 per 15 hour course) (130 registrations) = \$19,500 (includes STRS) Rationale: Teacher professional development is the most important piece of the puzzle to achieve the project goals. Research states that in order for professional development to be effective it must be relevant, continual, and sustained. TCCSA will provide 15 days of professional development on how to operate the technology and use online content, how to teach and manage a blended learning classroom, and blended learning pedagogy. These days can be used in increments (ex. 30 half day). This training will take place during the summer, during inservice and waiver days, and during the 30 minute teacher collaboration time. Providing stipends for summer training will encourage staff to come to the trainings and offset any personal costs that they have such as childcare and gasoline. 130 registrations assumes that each teacher will attend 2 trainings. If teachers attend half day or day long training the stipend will be adjusted; \$75.00 for a full day and \$37.50 for a half day. STEM CURRICULUM TRAINING = \$10,273 Project Lead the Way Training in Dayton Launch K-5: Registration Fee: 5 day training registration = \$650 Hotel: (\$100 per night)(5 night)(\$100 per night) = \$500 Travel: (\$0.55 per mile)(180 miles) (2 round trip) = \$198 Gateway Middle School: Registration for 2 courses: (2 courses - 2 weeks)(\$1200 per course) = \$2400 Hotel: (\$100 per night) (10 nights) = \$1,000 Travel: (\$0.55 per mile) (180 miles) (4 round trips) = \$396 Pre Engineering High School Registration for 2 courses: (2 courses 4 weeks)(\$1200 per course) = \$2400 Hotel: (\$100 per night) (20 nights) = \$2,000 Travel: (\$0.55 per mile) (180 miles) (8 round trips) = \$729 Rationale: These courses will add to curricular offerings. They will allow students to participate in authentic problem-based instruction which will help students develop a lifelong interest in science, technology, engineering, and math. In order to implement the program, teachers will need training. STEM SET-UP MATERIALS Launch \$200 Gateway Core Setup = \$1750 Gateway Design and Modeling = \$500 Gateway Automation and Robotics = \$6000 Pre Engineering Core Setup= \$4000 Introduction to Engineering Design = \$907 Principles of Engineering = \$11,000 Rationale: Initial cost to setting up the program. After you have the materials they can be reused. EXTERNAL EVALUATOR Tri County ESC = \$13,602.00 Rationale: Using an external evaluator for the program will result in an objective review of the project's goals. 3. GOVERNANCE/ADMIN = \$13,878 (\$346.95 per day x 40 days) = \$13,878 Rationale: Individual coordinating the grant is only contracted by BRLSD for 60 days. This money would be used to purchase additiona

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

1. The purchase and replacement of portable electronic devices, laptops, projectors, and digital textbooks will be recurring expenses. This is not an annual cost. Devices can be replaced on a rotation basis. (\$30,000 per grade level) Rationale: Replacing technology on a rotation basis is more affordable for the district. Grades 4 -7 could be replaced at one time for approximately \$120,000, etc. Digital curricular materials, will follow the current district replacement cycle. 2. Broken devices will be replaced as needed. Rationale: Devices do come with a warranty. We have learned from the BRLSD 1-1 iPad Integration (K-3) that warranty extension programs are not cost effective when considering the cost and number of devices that are broken. We will be replacing devices after the warranty on an as needed basis. 3. The district will need continued professional development in technology, teaching online content, managing a blended learning classroom, and blended learning pedagogy. Rationale: This time for learning is critical as BRLSD learns to incorporate technology to integrate 24/7 learning. Teacher must become competent in their use, have time to identify appropriate hardware and software for their subject matter and students, and sit down to collaborate with other teachers. Project Lead the Way STEM 4-12 curriculum: Launch (Grades 4 -5), Gateway to Technology (Grades 6-8), and Pre Engineering (Grades 9 -12). 4. The Gateway to Technology Middle School Program has a recurring cost (\$750) for software licenses.

Courses have an initial cost to set up, but materials can be reused. 5. The Pre Engineering High School Program has a recurring cost of (\$3,000) for software licenses. Rational: STEM courses need to have updated software each year. The courses have an initial cost to set up, but materials can be reused. 6. At least one course will need to be added to the high school curriculum after the grant period. (\$2500 each) Rational: One high school teacher will be trained to teach Pre Engineering and Introduction to Engineering Design during the grant program. Two additional teachers (1 math and 1 science) will be trained within the next 3 years to add additional course offerings. This will allow students to use the Pre Engineering courses for their 4th year of math or science. 7. STEM consumable materials will be recurring. (\$3.00 per student) Rationale: This would cover any consumables that students use in the course. (i.e. tape, rubberbands, etc.)

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

72,786.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

REDUCED PAPER, PRINTING, AND COPYING COSTS A black-and-white copy costs the district about 4 cents. Think about a high school student who takes six classes per day. It's certainly plausible that 1:1 technology could allow for that student to receive five fewer handouts, on average, each school day (one less piece of paper per class). Over the course of a 180-day school year, at that pace, the school district could have made 900 fewer copies for that student, for a savings of \$36.00. The district presently spends \$52,000 on copiers (toner, maintenance, leases) per year and \$6000 in copy paper. This project will save at least \$36.00 per student x 900 students = \$32,400 per year and \$162,000 in 5 years. **REDUCED ELECTRICAL COSTS** Replace a Dell Desktop and its 17" Dell LCD display from 2003 with an Samsung Chromebook with 11.6" display from 2014. The Dell desktop and its display together consume 104 to 162 watts during moderate use. I'll assume 135 watts here. The Samsung Chromebook clocks in at 12 to 15 watts for moderate use. I'll assume 12 watts. We'll again assume 8 hours of moderate use per day (180 days), or 1,460 hours annually. At 135 watts/hour, the Dell desktop consumes roughly 197.1 kWh per year. At 12 watts/hour the laptop consumes around 17.52 kWh per year. Assuming 15 cents per kWh, that prices the desktop's annual electric bill at about \$29.56 and the laptop's at \$2.63. Savings \$26.93 per year. Eliminating 200 desktops x \$26.93 = \$5386 per year savings per year and \$26,930 in 5 years. Two hundred students in grades 4 and 5 will store their laptops in carts in their homerooms and all district desktops will be eliminated. **REDUCED TEXTBOOK COSTS** The district spends \$70,000 dollars per year for textbooks. Using open source and digital curricular materials will cost the district 50% less. Savings of \$35,000 per year and \$175,000 in 5 years.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

TECHNOLOGY AND CURRICULAR MATERIAL The district will continue to support technology and curricular materials with Medina County Sales Tax (see attachment). The district receives a .05% sales tax for all of its students who reside in Medina County. The sales tax was authorized for 30 years and can only be used for technology, textbooks and buses. At least \$230,000 in Medina county sales tax is collected each year. The district does have a bring your own device policy, and as the school culture embraces technology, more and more students will bring their own devices to school. Additionally, the cost of technology continues to decrease. This will lessen the burden on the district to provide devices. Finally, as the teachers become more confident with free online platforms, they will develop their own digital content. 1) Replacement of portable devices, laptops, projectors, and digital textbooks will be recurring expenses. These items will not be replaced annually; rather, they will be replaced by using a rotating schedule (ie. 4 - 7 technology year 3, 8 -12 technology year 4, etc.). This would cost approximately \$120,000 each rotation. 2)The digital texts will be purchased as multi-year licenses and will be replaced on a subject area rotation schedule. As the program continues and the staff becomes more comfortable with the technology, they will develop their own online course content. The district currently has a rotation cycle in place to pay for curricular materials. BRLSD has applied for eTextbooks on the iLearnOhio platform for Math, Language Arts, and Social Studies. 3)There will be an annual fee of \$750 for Gateway to Technology and \$3000 for Pre Engineering software licenses. **PROFESSIONAL DEVELOPMENT** The district receives approximately \$90,000 in professional development grant money and will continue to support this project using these funds. 1) On Campus Professional Development will continue. Each summer we offer online, hybrid, and face to face courses for teachers. This summer we are offering 21 courses for teachers, both

online and hybrid, and will continue to do so in the future. Master Teachers within the school district create and teach the courses, making the course offerings affordable and sustainable. Last year we had 365 registrations for summer courses and work sessions which are free for teachers. 2) TCCSA will continue to provide professional development. After the initial year, many of our staff will be able to facilitate training, so the number of days that we need to contract for services will be less than the first year of the grant. Professional development for our successful 1-1 iPad integration (K-3) is provided by staff in the district. BRLSD has several master teachers including 4 National Board Certified Teachers. 3) New courses added through the STEM program will require teacher training. The addition of more courses will be determined by student interest. Initially, we will have a train the trainer model in the elementary, 2 courses in the middle school, and 2 courses at the high school. 4) Professional development during the school year will be during the teachers' 30 minute team planning, during the 2.5 district inservice days, and during the district waiver days (4 this school year). This eliminates the need for substitute teacher costs. PROJECT LEAD THE WAY The district will continue to support the STEM curricular materials through Medina County Sales Tax (Curricular Materials and Technology) and student fees. 1) There will be no additional salary costs for Project Lead the Way teachers because we will be training existing staff members to teach the STEM courses. 2) Materials have an initial cost, but can be reused. 3) Student consumables are charged back to students as course fees, 4) Career tech money is available for these STEM courses. COMMUNITY PARTNERS Community partners will providing opportunities for real world experiences.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 2/2014 - 4/2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

STRATEGIES AND TACTICS TO IMPLEMENT THE PROJECT INCLUDE BUT ARE NOT LIMITED TO: a) Phasing in the program to ensure that there is adequate time to train teachers. b) Providing each student with a laptop; c) Providing a 30 minute team-time for teachers outside of the student day to collaborate and receive professional development; d) Providing ongoing professional development for teachers; e) providing parent and student information sessions in both face-to-face and webinar format to keep them aware of student learning activities. INCREASES IN STUDENT ACHIEVMENT WILL BE MEASURED BY: a) Increase in the number of students scoring proficient or higher on the state achievement tests. b) Increases in student growth on district value added reports. c) Increases in student achievement on local measures. d) SLO data. EVALUATION OF SHORT TERM GOALS; a. Utilization of digital curricular materials will be evaluated by curriculum maps, walkthroughs, and teacher lesson plans. b. Implementation of the blended learning model will be evaluated by walkthroughs and surveys of teachers, parents, and students. c. Implementation of the STEM course offerings will be evaluated by the number of courses offered and student enrollment in those courses. AFTER GRANT ANNOUNCEMENT; Meet with all teachers to discuss the long and short term goals of the project and expected outcomes. Present plan to board members. Meet with parents and interested community partners. MAY 2014 - JUNE 2014 Weekly Grant Committee Meetings (Sub-committee leaders, building liaisons, principals, partners, parent representatives, and superintendent) Sub Committee Meetings (Technology, Blended Learning, Professional Development, STEM, and Digital Content) Committees will determine future meetings and recruit representatives from each building. JULY 2014 Registration for Lead the Way Training Order Technology Order digital content or prepare teacher created content Professional Development for Teac

* Anticipated barriers to successful completion of the planning phase

1. Communication between partners, administrators, and staff Possible Solution: It is important to have everyone on board for the project to be successful. Publish meeting notes on FirstClass, the district communication platform. Skype and Facetime could be utilized for members unable to attend. a. Establish a communication plan b. Share communication roles and tasks c. Build communication competencies d. Be timely in your communication. Some matters require instant action, whereas other issues need time for reflection and adjustment. e. Be flexible by keeping communication as fluid as possible. 2. Teachers Attending Grant Related Professional Development Possible Solutions: Financial incentives are a well documented method of encouraging teachers to devote their time to professional development during the summer and on weekends. BRLSD will offer incentives, this method was used successfully during the phase in of BRLSD's successful iPad Integration (K-3). Along with planned professional development, school districts can provide financial support for a menu of approved conferences, workshops, and other professional development activities; teachers can make choices to participate in those activities that most correspond to the specific skills they wish to learn. Summer attendance has not been a problem with past initiatives. Utilize 30 minute collaboration outside of the school day. 3. Technology Preparation and Deployment Possible Solutions: The technology department along with a team of 'student technology apprentices' from the high school will help setup the devices, helped train students on using them, and will staff a "help desk" to diagnose technical problems. Maintenance staff will mount the projects during the summer. Technology will be deployed over a 2 week period by grade level.

18. Implementation - Process to achieve project goals

* Date Range August 2014 - July 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

AUGUST 2014 - JUNE 2015 1. The project director will report to the Superintendent monthly. 2. Monthly meetings of the grant committee and subcommittees. 3. Subcommittees will report at monthly meetings. 4. Building liaisons will report to their staff at monthly staff meetings. 5. Updates will be put on the district website monthly to interested parties including parents and community partners. AUGUST 2014 1. Continue PD 2. Develop an ongoing PD plan for the school year. 3. Identify what data is to be collected and what systems are in place to collect it. 4. Teachers set up their classrooms to accommodate blended learning and begin planning their lessons. 5. Meetings with parents and students. 6. Students receive training in troubleshooting, laptop care, and Internet safety. 7. Deploy devices SEPTEMBER 2014 - DECEMBER 2014 1. Use daily 30 minute team meetings with teachers for weekly professional development, to celebrate success, problems, and solutions. 2. Conduct weekly walkthroughs 3. Analyze formative assessment data to inform instruction. JANUARY 2015 - MAY 2015 1. Continue to monitor progress toward goals, revise as needed. 2. Use daily 30 minute team meetings with teachers for weekly professional development, to celebrate success, problems, and solutions. 3. Analyze formative assessment data to inform instruction.. 4. Conduct weekly walkthroughs 5. Collect achievement data 6. Evaluate data and survey staff and students - make adjustments as necessary. 7. Share progress toward goals with staff JANUARY 2015 1. Review 1st and 2nd 9 weeks student grades. 2. Make adjustments as necessary. MARCH 2015 1. Review 1st, 2nd, and 3rd 9 weeks student grades. 2. Make adjustments as necessary. JUNE 2015 1. Review 1st, 2nd, 3rd, and 4th 9 weeks student grades. 2. Review high school midterm and final course grades. JULY 2015 1. Review progress toward goals, revise plan as needed

* Anticipated barriers to successful completion of the implementation phase.

1. TEACHERS MAY FEEL OVERWHELMED AND OVEREXTEND with trying to create a blended learning environment and integrate new technologies into the classroom, including identifying instructional materials that are appropriate. Possible Solution: Some researchers advocate embedding professional development time into the school day and school year to maximize its impact. The BRLSD will do this by providing a 30 minute collaboration time for teachers outside of the student day. It will also utilize waiver days (4 days this year) and district inservice day (1.5 days) to provide support to teachers. 2. EVERY TEACHER BRINGS A DIFFERENT LEVEL OF EXPERTISE WITH TECHNOLOGY Possible Solutions: Professional development activities will provide ongoing, hands-on training for teachers and practical strategies for implementing technology into lesson planning. Teachers will be given technical support, effective goals for technology use, support to implement their new role, and appropriate coaching for teachers at different skill levels. Because teachers learn at different rates and have individual needs when mastering new skills, technology training will be flexible yet cover a comprehensive set of skills. Individual tutoring, peer coaching, collaboration, networking, and mentoring strategies will be employed to assist teachers. 3. TECHNICAL SUPPORT Without continuous technical support, technology integration in the classroom will be unsuccessful. Teachers don't want to be left hanging with 30 students wondering why nothing is working the way it is supposed to be. When teachers are trying to use technology in their classrooms and they encounter difficulties, they need immediate help and support. Possible Solution: Each building has 2 teacher technology leaders that can provide support, train teachers to troubleshooting problems, and refer serious problems to the technology department. Student 'technology apprentices' will staff a help desk.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range June 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

BRLSD will begin to collect quantitative and qualitative data on student achievement during the 2014 -2015 school year. 9 WEEK COURSE GRADES 1st 9 weeks 2014 - October 2nd 9 weeks 2015 - January 3rd 9 weeks 2015 - March 4th 9 weeks 2015 - June STANDARDIZED TEST DATA April 2015 - OGT Data June 2015 - PARCC Assessment Data SCHOOL REPORT CARD DATA July 2015 - Value Added Grade (2014 D), Gifted Grade (2014 F) , Lowest 20% Grade (2014 C) , Students with Disabilities Grade (2014 C). SLO DATA May 2015 EACH 9 WEEKS: 1. Students, parents, and staff members will determine satisfaction with hardware, software, blended learning, digital curriculum materials, STEM courses through surveys. 2. Collect attendance data to determine trends 3. Collect local measures of student achievement including 9 weeks grades, midterm exams grades and final exam grades. LONG TERM GOALS (5 YEARS): 1. Analysis of report card data. 2. Analysis of attendance data. 3. Surveys of students, parents, and staff. All information will be logged in Data Map which is a part of Progress Book. Qualitative and quantitative information will be forwarded quarterly to Tri County ESC by the grant coordinator.

* Anticipated barriers to successful completion of the summative evaluation phase.

1) ACCESS TO ALL NEEDED INFORMATION Possible Solution: The district is adopting DataMap as a part of ProgressBook, the online grading program. All of the student data will be available there and any additional data needed can be easily added. 2) RETURN OF PARENT SURVEYS Possible Solution: Incentives for return. Sending home by mail. A study of the project planning, implementation, and results will be published on the district website and shared through Twitter, ListSers, and conferences. 3. AMBITIOUS SCOPE OF THE PROJECT Possible Solution: The enormous scope of this project will provide a real opportunity to make long term changes that have massive implications for student achievement. All stakeholders must feel ownership in the projects successes. Regular communication between the project management, staff, and partners about progress toward project goals and its benefits is critical. Encourage dialogue - questions, feedback, and discussion. 4. COMMUNICATION WITH THE EXTERNAL EVALUATOR Possible Solution: Schedule quarterly meeting with the evaluator to discuss data.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Blended learning in grades 4 -12 will revolutionize education in the BRLSD. It will dramatically expand the educational opportunities for students, overcoming the geographic and demographic restrictions of a rural community. It will bring about the following changes in instructional practice: 1) Learning will be 24/7. 2) Learning will be student centered. 3) Teachers will use a variety of tools, resources, and activities to extend thinking and promote 21st Century Learning. 4) Teachers will change their views regarding the role of technology in the classroom. 5) Teachers will adopt practices focusing on facilitating collaborative learning processes, where most emphasis is on coaching, modeling, reflection, and exploration. 6) Learning will be authentic; inquiry based focusing on real world skills. 7) Learning will be collaborative, incorporating a global audience. 8) Students will have access to curriculum that would otherwise be unavailable to them. 9) The learning environment will be more efficient as students progress at their own rate. 10) Productivity will be increased. 11) Parents will have access to student learning. 12) Differentiation in the classroom will increase. 13) Collaboration between staff members will increase.. 14) Parent involvement in the learning process will increase. 15) Collaboration with community partners will increase. Learning will no longer be restricted to the school day or school year. Learning will not be restricted to the classroom. Learning will be conducted by a myriad of teachers, not just the teacher in the classroom. Learning will be self paced and reactive to the students needs. Students will have access a global audience. Project Lead The Way is a researched based program that will offer a different approach to learning and teaching. It challenges students by integrating math, science, engineering, and technology. Through activity projects and problem-based curriculum, PLTW will give students in through grades 4-12 a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. PLTW will ignite the imagination, creativity, and innovation of students. Its capacity to increase achievement is highlighted in a three-year study of PLTW high schools in Wisconsin. The study found that both academic achievement and student engagement are enhanced through PLTW.- University of Wisconsin-Madison Center on Education and Work Report - June 2009 . Portable, wireless, connected laptops give us an unprecedented opportunity to reform teaching practices. Laptops provide the means for students to become active learners with their computers, not passive receivers of knowledge. Students will set their own learning goals, use effective time management strategies, employ a problem solving approach when encountering technical or other difficulties, communicate online effectively, and collaborate effectively with a group, online. This project will change the following organizational practices. 1) A more efficient learning environment. a) Student progress will be tracked online. b) Staff can be creatively leveraged to utilize expertise and decrease student-teacher ratios. c) Learning will be 24/7. This project will result in increased productivity. a) Learning will take place 24/7. b) Students will be responsible for their own learning, setting their own learning goals. and working at their own pace. c) Students will not be categorized by grade level, rather by readiness to learn, ability, and interests. For example, 4th, 5th and 6th graders can take a robotic course or 7th and 8th graders might be in the same science class. These changes will move the district forward educationally, resulting in higher student achievement.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

The US Department of Education states that 48 states and the District of Columbia currently support online learning opportunities that range from supplementing classroom instruction on an occasional basis to enrolling students in full-time programs. The successes of several research projects are listed below. Project RED released a report in 2010 that focused on three major issues in education in the United States: improving student achievement, evaluating the financial impact of technology, and assessing the impact of continuous access to a computing device for every student. This report reviewed approximately 1000 schools with comprehensive data points and aimed to rank technology practices in order of highest impact on the classroom. This report also found that, properly implemented, technology saves money; in fact, schools with a 1:1 computer-student ratio saw the most cost savings in many areas, from printing costs to online textbooks. Some of the factors for proper implementation include the principal as an effective instructional leader and having a full adoption of technology practices for every teacher, with online collaboration for students on a daily basis. Finally, the report found that schools with a successfully implemented 1-1 computer program had a significant impact on student achievement. Additional positive effects of these programs included reduced discipline issues, improved dropout rates, and improved graduation rates. A study titled, Transforming Rural Education through Blended Learning, found that allowing self-paced learning has a positive correlation ($p > 1$) with 1) quality of student work, 2) interest of students doing the work, 3) general excitement of students in class; and 4) student perseverance. BRLSD's implemented a successful 1-1 iPad integration in grades K-3 and 2 blended learning classrooms at the high school in 2011. It has resulted in a student-centered approach to learning that allows students to progress at their own rate and set their own learning goals, while allowing for more differentiation by the classroom teacher. Teachers describe these students as self-directed, self-disciplined, self-controlled, and motivated for learning. Surveys of parents, teachers, and students have shown an increase in student engagement and student's responsibility for their own learning. These project have resulted in increases in student achievement. High school blended learning classrooms report using 25% of previous amounts of paper. Project Lead The Way is a research based STEM-focused curriculum and teacher professional development program designed to prepare K-12 students for the global economy. It was designed in response to the national concern over the declining number of students choosing to enter the science and engineering career fields. PLTW challenges students to apply what they know, identify a problem, find unique solutions, and lead their own learning. It trains teachers to integrate technology, science, and math into engaging classroom activities while encouraging a student centered approach to learning. A three-year study of PLTW high schools by the University of Wisconsin (2009) finds that both academic achievement and student engagement are enhanced through PLTW. Several local school districts are using this program with encouraging results. We would train member of our existing staff to implement the program. According to Michael Gielniak, Ph.D., Director of Programs and Development, One-One Institute "Every 1:1 program I have seen has trouble getting math teachers to integrate technology in meaningful ways." With STEM courses, "Technology can and should be used as a powerful tool to facilitate the

dynamic integration of math and science."

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

This project will use an external evaluator from Tri County ESC IRN # 050526 Judy Kestner 741 Winkler Dr, Wooster, OH 44691
tesc_kestner@tccsa.net Phone:330-345-6771 x265 Fax:330-345-7622

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

The initial research design is based upon the assumption that achievement will increase as a result of blended learning, STEM curriculum, and digital curricular materials. Achievement data is available through District Report Cards, Progress Book, Data Map, and DASL. This project will use standard survey methodology. Questions will be asked of the population and relationships between the variable will be studied. Surveys will be used to assess the impact of blended learning, STEM curriculum, and digital curricular materials. HYPOTHESIS 1: Achievement data will show an increase in the percent of students scoring proficient or higher on state achievement test 2014 and 2015. This information will be collected from the state website when achievement test data is released in June 2015. 1. Reading and Math PARCC tests 4 - 8. 2. OGT tests. HYPOTHESIS 2: Value added data on the district report card will show an increase in the percent of students at or above one year's growth. Comparisons will be made between 2014 - 2015 This information will be collected when district report cards are released. HYPOTHESIS 3: Students will meet or exceed their individual growth targets in data collected through the OTES rubric. This information will be collected in May 2015. OTHER EDUCATIONAL SUCCESS INDICATORS will be collected quarterly: HYPOTHESIS 4: Student attendance figures will increase; 2013-2014 school year - 2014 -2015 school year. HYPOTHESIS 5: Discipline incidents will decrease; 2013-2014 school year - 2014 -2015 school year. HYPOTHESIS 6: Expulsions will decrease; 2013-2014 school year - 2014 -2015 school year. HYPOTHESIS 7: Annual expenditures will decrease in electricity, textbooks, and paper, printing, and copying. FIVE YEAR GOAL: The number of students open enrolling, home schooling, or attending virtual schooling will decrease.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

Lessons learned through this project will be shared with other school districts in Ohio through educational conferences, Tri County Educational Service Center Presentations, and publications of the results of this project on the district website. Social media such as Twitter and the curriculum blog will be used to share information and research results. The BRLSD staff is unified in its commitment to provide students with the skills necessary to be successful in life. Student and parent surveys, formative and summative assessment data, monthly grant committee meetings, sub-committee meetings, and regular team meetings will be utilized to inform progress towards the identified goals. Through daily and weekly involvement of the committees, staff and students, the team will modify or change the project plan as needed to ensure that the project objectives are met and that students are equipped with the skills necessary to ensure their success. Modification might include redesigning professional development, assigning mentors or coaches to struggling teachers, and peer observations. OTES evaluations will help teachers set goals for improvement and guide teachers in ways to improve student achievement.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Through the implementation of this project, students, teachers, and the district as a whole will experience the following outcomes: 1) All students will have computers available to them which will provide equity for our economically disadvantaged children. 2) Students will access technology more time each week than is currently possible as measured by walkthrough results. 3) Students will be responsible for their own learning as measured by 9 weeks grades. 4) Students will progress at their own pace as measured by weblogs of content. 5) Students will perform better on achievement tests as measured by PARCC, End of Course exams. 6) Students in Language Arts and Math will achieve one year's growth or more as measured by the district value added reports. 7) Students in Math, Science, Language Arts, and Social Studies will reach their student growth targets as measured by the OTES framework. 8) Student attendance will increase as measured by comparing attendance records from previous years. 9) Students will be more engaged in learning as measured by survey results, attendance data, and walkthroughs. 10) Students will have access to increased curricular offerings as measured by the number of STEM courses added to the curriculum and the enrollment in those courses. 11) Student engagement will increase by adding digital curricular materials as measured by survey results and walkthroughs. 12) Computers can be replaced on a rotating basis making the replacement affordable to the school district. 13) Teachers will be able to provide more differentiated instruction as measured by gains in student achievement. 14) Students will exhibit increased mastery of 21st Century skills as evidenced by walkthroughs. 15) Teacher effectiveness will increase as measured by their OTES evaluation. 16) Teachers will become more confident with the digital content and, therefore, become proficient at modifying and enhancing the content as measured by walkthroughs and curriculum maps. BRLSD will sustain this project by replacing technology and digital content through the utilization of Medina County Sales Tax money. Computer will be replaced on a rotating basis. For example, grade 4-7 will be replaced in the 2018 - 2019 school year and grade 8-12 will be replaced in the 2017 - 2018 school year. Digital content will be replaced according to the district schedule; 2014-2015 Math, 2015-2016 Language Arts, 2016-2017 Social Studies and Foreign Language, 2017-2018 Science. The STEM course offering will be expanded in the two years following the grant. The Launch Program, which uses a train the trainer model, will be expanded to grades K - 5. The Gateway to Technology Program (6-8) will add 1 course to their course options. The Pre-Engineering Program (9-12) will add two additional courses to their course options. The training for these courses will be paid through Professional Development Grant Funds. Professional development in the school district is ongoing and we will continue to support this project with Professional Development Grant Money. A 30 minute collaboration period for teachers outside of the school day will continue after the grant period to provide time for professional development, data analysis, and collaboration.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

SHORT TERM GOALS 1: 6/2014 - 9/ 2014 Sixty-five BRLSD teachers in grades 4 -12 will complete one or more online, hybrid, or face to face training sessions through TCCSA or district courses. Success Point (SP): Each teacher will take one course. Measurement tool (MT): Course completion data. 2. 6/2014 - 7/2015 Free open source content for courses has been selected. Grants for content from iLearnOhio have been submitted. SP: 100% of the material has been selected and grants submitted for iLearnOhio. Measure: Grants, number of teachers who enrolled in Moodle or Schoology courses. 3. 9/2014 One hundred percent of the technology will be deployed; projectors mounted, teacher laptops distributed, and student laptops distributed. SP: 100% of the projectors are mounted, 100% of the student and teacher laptops are distributed. MT: Technology Inventory. 4: 10/2014 At least 50% of the teachers will implement the rotation model of blended learning in their classroom. SP: 33 teachers will implement the rotation model of blended learning into their course. MT: Classroom walkthroughs. 5: 1/ 2015 100% of the teachers will implement the rotation model of blended learning in their classroom. SP: 67 teachers will implement the rotation model of blended learning into their courses. MT: Classroom walkthroughs. 6: 1/2014 - 5/2015 Student engagement will increase. SP: 85 percent of the students are more engaged in learning. MT: Classroom walkthroughs, attendance records, surveys. 7: 2015-2019 Student Achievement will continue to increase each year as measured by standardized test scores. SP: 2015 District Report card data will increase (81.4 % B and the indicator met was 83.3% B) by 5%. 8: 2015-2019 Student progress measures on the district report card will continue to increase. SP: 2015 District Report Card overall progress will increase (D) by one letter each year. 9: 2015-2019 Students will reach their individual growth targets on data collected t

* Spending Reduction in the five-year fiscal forecast

Short Term Goals 1. January 2015 Paper, printing, and copying cost will be no more than \$16,200. 2 January 2015 - Electric cost will be reduced by at least \$2,400 3. June 2015 - Textbook cost will be no more than \$35,000 4. June 2015 - Electric cost will be reduced by at least \$5386 5. June 2015 - Paper, printing, and copying will be no more than \$32,400 Long Term Goals 3. June 2016 - 2019 Textbook cost will be no more than \$35,000 4. June 2016 - 2019 Electric cost will be remain the same as 2015. 5. June 2016 - 2019 - Paper, printing, and copying will be no more than \$32,400.

* Utilization of a greater share of resources in the classroom

Short Term Goals 1. JUNE 2014 - AUGUST 2014 1 elementary teacher, 1 middle school teacher, and 2 high school teachers will train to teach the STEM courses through Project Lead the Way. Success Point: 100% of the teachers have gone for training. Measurement Tool: Completion Certificates 2. JUNE 2015 Teachers will be creatively lowering class sizes to differentiate instruction. Success point: 100% of the teachers will be differentiating instruction. Measurement Tool: Classroom walkthroughs 3. JUNE 2015 The integration of a blended learning will decrease discipline incidences from 2014 to 2015. Success point: Discipline incidences will decrease by at least 5%. Measurement Tool: Discipline reports. Long Term Goal 3. August 2017 1 additional high school teacher will be trained to teach a Project Lead the Way course. Success Point: 1 teacher is trained Measurement Tool: Course Completion 4. August 2018 1 additional high school teacher will be trained to teach a Project Lead the Way course. Success Point: 1 teacher is trained Measurement Tool: Course Completion

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

1. Online students (55), home schooled students (47), and open enrolled students (198) will return, generating additional income and current students will no longer look outside of the district for services. 2. Parent involvement in the educational process will increase. 3. Community partners will become more involved in the educational programs in the school district.

25. Is this project able to be replicated in other districts in Ohio?

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

This grant titled, Redesigning Education, addresses the need to revolutionize public education by using technology to make the curriculum relevant and meaningful to students. The project design and implementation is based on best practices and current research in pedagogy that focuses on increasing student achievement through blended learning. Drawing upon the research, observations, personal experiences, and interactions of other blended learning programs including those in Ohio, New York City, Minnesota, Idaho, Florida, and Washington D.C. six factors emerged for planning and implementing a successful blended learning program: LEADERSHIP; Successful implementation of blended learning requires strong leadership at the district and building level in an environment which has empowered its teachers to participate in the decision making process. PROFESSIONAL DEVELOPMENT Professional development must be ongoing and relevant. It should include how to operate the technology and use online content, how to teach and manage a blended learning classroom, and blended learning pedagogy. It should be customized for the participants. A systematic professional development plan, based on the projects goals, should be in place. TEACHING The classroom teacher is key to the success of the model. Teachers must buy into the pedagogical shift and

understand the need for change. OPERATIONS Successful implementation of the blended learning model necessitates that digital material be engaging, easily adapted, user friendly and adaptive to student performance. Student performance systems should provide real-time data to parent, students, and administrators. CONTENT Decisions to buy or build content should involve stakeholders and is essential to the blended learning program. Teachers may use online content, build content, or use a combination of both. TECHNOLOGY A reliable technology infrastructure is required for successful implementation of blended learning. In addition, educators and students need effective technology support. THE FOLLOWING LESSONS HAVE BEEN LEARNED FORM THE BRLSD high school blended learning classrooms (2) and the 1-1 iPad Integration (K-3) which began in 2011. 1. Empower your staff by making them a part of the decision making process. 2. Stagger the deployment of your technology and provide training for students on the use of the devices. 3. Build in a time for teachers to meet outside of the school day for professional development and collaboration. Sustained professional development is critical to the success of the project. 4. Create a coaching model to help struggling teachers. 5. Be flexible and adopt change as necessary. 6. Provide professional development opportunities for parents. It contributes to student success. BRLSD HAS a 'technology apprentice program' using high school students which has been very successful. This program is a part of a high school technology class and is supervised by the classroom teacher. Student help with deployment and are assigned to a grade level. They run a 'help desk' in conjunction with the technology director. BRLSD HAS 2 'technology leaders' in each building. These are classroom teachers who assist with tech support and professional development in the buildings. The BRLSD will SHARE THE RESULTS of this project with the community, parents, and students face to face and on the district website, as well as through media outlets. Additionally, it will make every effort to share the results of this project with other school districts by presenting at conferences, publishing articles online, and welcoming visitors to the school district.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Connie Hange, TreasureBlack River Local School District

Sections 

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Black River Local (048462) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Stewart	Workman	330-264-6047	workman@tccsa.net	Tri County Computer Service Association (TCCSA)		2125 Eagle Pass , Wooster, Ohio , 44691	
Carmela	Lioi	330-345-6771x232	tesc_miai@tccsa.net	Tri County Educational Service Center		741 Winkler Drive , Wooster, Ohio, 44691	

Implementation Team

Black River Local (048462) - Medina County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Courtney	Dieter	High School Teacher	Courtney will lead the Blended Learning Committee and serve as high school liaison.	Courtney has been teaching in the district for 10 years. Her classroom exemplifies 21st Century Learning. In her blended learning Language Arts classroom, students set their own learning goals and progress at their own pace. The students are engaged and enthusiastic about her content and her teaching style. She is a leader in her building and well respected by her colleagues.	For the past 3 years she has taught a successful blended learning classroom at the high school in language arts. She has created her own classroom content on Black River Moodle and has incorporated engaging open source content into her lessons. She became a Quality Matters in 2013, a nationally recognized program to evaluate online content. She leads professional development in BRLSD and has taught Advanced Twitter and Moodle.	
Tammy	Starkey	Middle School Principal	Tammy will provide strong leadership for the initiative at the middle school.	Tammy has been an administrator in the district for 6 years. She has been in charge of federal programs, testing coordinator, and gifted and talented coordinator. She also served as a curriculum director before becoming principal. She is a strong administrator who empowers her staff to think creatively.	Tammy has worked on several grants included an Ohio Reads Grant. She brings expertise in curriculum and gifted and talented education.	
Judy	Kestner	Tri County Educational Service Center, Grant Evaluator	1. Evaluation of the grant short and long term goals.	Training in grants management, consulting, reviewing and evaluating from Research Associates, Columbia, SC and Management Concepts Inc. Leesburg, VA. Has been at the Tri-County since 2000 as the Grants Administrator	Her experience as a grant reviewer and evaluator includes but is not limited to serving as a regular reviewer Ohio Environmental Education Fund (Ohio EPA) grants and the EPA Region 5 Grants Served as the external evaluator for the Wayne County Tobacco Coalition Grant. Serves as the internal evaluator for four (4) 21st Century Community Learning Center grants.	
Cheryl	Hlavsa	Curriculum Consultant	Grant Coordinator 1. Monitor the financial management of grants (e.g. budget preparation, budget adjustments, expenditures, etc.). 2. Collaborate with a variety of parties (e.g. district personnel, grant partners, community organizations, etc.) 3. Coordinate all grant processes (e.g. evaluations, budget, finance, reports, etc.). 4. Performs other related duties as	Cheryl is a National Board Certified Teachers with 30 years of teaching experience. For the past 4 years she has served as the curriculum consultant for the BRLSD where she taught for 20 years. She was Chairman of the Local Professional Development Committee (1998-2010), Fulbright Teacher to Japan (2005), NCREL Data Facilitator (2004), Ohio Mathematics Academy Trainer (1999 -2001), Curriculum Model Pilot Project (2002), Content Advisory Committee for 8th Grade Achievement Test (2004 - 2009), Ohio Model Lesson Review Committee (2004), Ohio Credentials Review Board (2005 - 2010), NCTM Emerging Issues Committee (2004-	Cheryl has coordinated several grants including an Open Jennings Grant in 20011. The goal of this grant was to provide training to 6 classroom teachers, 2 in each of the buildings to serve as technology leaders for their buildings. This program was based on a researched based program and is still in place. Her responsibilities included fiscal management of the grant, collaboration with the various parties, professional development of technology leaders including coordination of presenters, completion of all grant reporting, and evaluation of the grants goals. Cheryl coordinated BRLSD's successful 1-1 iPad integration in grades K - 3. The project began in 2011. Each year kindergarten students are issued an iPad. The students keep the iPad through the 3rd grade. Students can take the iPad home with parent permission. The	

			assigned for the purpose of ensuring grant objectives.	2008). She is a Quality Matters Trainer (2013); a nationally recognized program for peer based continuous improvement in online education and students learning. She has extensive training and experience with Moodle, classroom technologies, Web 2.0, and computer software applications. She has implemented a successful summer professional development program in the school district which provides courses and workshops for teachers face-to-face and online. Last summer 14 courses were offered which were aligned to the district goals. Classes are taught and created by master teachers in the school district and are offered via Black River Moodle.	class of 2011 will be in 3rd grade next year. Teachers receive continuous sustained professional development throughout the summer and during the school year. Parent sessions have been offered throughout the project. Her responsibilities included collaboration with the various parties including the technology director, superintendent, principal, and teachers, professional development of teachers, parent sessions, collaboration with our research partner at Kent State University. Cheryl coordinated the implementation of BRLSD's successful blended learning classrooms in 2011. Teachers in the school district were given the opportunity to apply to pilot these classrooms. Two classrooms at the high school were selected; Language Arts and social studies. These classrooms uses Moodle as their learning platform and integrate engaging open source curricular materials.	
Shelly	Baltic	Tri County Computer Service Association	1. Attend all grant planning meetings.2. Chair the Professional Development Committee3. Provide a coordinated approach to professional development that is both formal and informal; one-on-one training, e-learning opportunities, group training. 4. Provide professional development for teachers throughout the year during their 30 minute team time.	Throughout her 16 years in education, Shelly has been able to educate the students not only in the classroom but by providing teachers professional development. With an undergrad in Vocational Business Education and a Masters in Instructional Technology, she has coordinated with teachers, committees, administrators and students to provide technology support to foster a highly productive and efficient learning environment. She has experience with both Mac and Windows operating systems as well as iOS and Android. Shelly's extended interest in technology has allowed her various opportunity working with others. She has been the point person for various programs such as, ProgressBook, Study Island, Moodle and GoogleApps for Education and has also provided training in a multitude of topics/programs both face-to-face and online to meet the needs of the teachers.	Shelly taught technology in the BRLSD for 10 years and has a great rapport with the staff. During her tenure in the district she taught numerous summer courses including Moodle, iPads in the Classroom, SmartBoards, Microsoft Office, Progress Book, and Google Docs. She assisted with implementation and training for BRLSD's successful iPad integration (K-3) and the 2 blended learning classes at the high school. Shelly assisted with the implementation of the 'student technology apprentice program.'	
Clayton	Van Doren	High School Science Teacher	Clayton will lead our STEM committee.	Clayton has been with the district for 6 years. Education & Licensure: 2010 Five Year Professional License, State of Ohio, General Science, Grades 7-12 (Alternative Route Licensure) 1987 PhD, Neuroscience, Syracuse University. (Dissertation:	University Teaching (1987 - 2000) Case Western Reserve University, Cleveland OH / Departments of Biomedical Engineering, Orthopedics, and Electrical Engineering / Postdoctoral Fellow through Associate Professor - instructed in EBME 201 "Physiology and Biophysics" (sensorimotor section) /	

				<p>"Measurement and Modeling of Spatiotemporal Tactile Sensitivity") 1980 BS, Physics (highest honors), Case Western Reserve University Clayton has author or co-author on 27 scientific peer-reviewed papers.</p>	<p>EBME 313-314 "Biomedical Engineering Lab I" (electrocutaneous stimulation lab) / EEAP 246 "Electronic Circuits II" (complete course including lab) Scientific Research Grant Reviewer (1995 - 2000): NIH Study Section panelist and chairman (Rehab & Ortho SBIR ZRG4-SSS5), Cleveland VA R&D Committee, CWRU Orthopedic Research Committee Grant reviewer for Dept of Veteran Affairs, Spinal Cord Research Foundation, National Science Foundation, Whitaker Foundation Consultant reviewer for 9 professional journals, associate editor for IEEE Transactions on Rehabilitation Engineering Elementary Science (1994 - 1998) Founder & director of Science Experiments for Kids, Inc. - Traveling experimental science presentations in Medina (Ohio) City Schools with over 4000 student contacts in grades 1-5</p>	
Amanda	Accavallo	Literacy Coach	Amanda will be our grade 4-5 grant liaison.	<p>She has taught 5th grade and 7th graders history and Language Arts. She has a masters in literacy, a literacy specialist endorsement, and an endorsement as an administrative specialist in curriculum and instruction and professional development. In 2011 she completed training as a Google Certified Individual.</p>	<p>Amanda serves as a technology leader in the elementary . She has worked on the district 21st Century Grant; including planning and implementation. She leads professional development in the district in both technology and literacy.</p>	
Martin	Yoder	High School Principal	Martin will provide strong leadership at the high school.	<p>He has knowledge of computer languages, applications, and is current with Web 2.0 usage and its implementation for education. He has designed websites and graphics for both commercial and educational usage. He has encouraged, trained, and provided time and resources for staff to create and maintain websites for student usage and stakeholder information. He maintains the high school website. He is a resource to assist teachers with their difficulties in technology. He has experience in creating, researching and utilizing online educational content.</p>	<p>Martin Yoder has experience writing, submitting, and supporting grants. He has written grants to such foundations as the W. K. Kellogg Foundation to support technology usage in the classroom.</p>	
Pam	Oberholtzer	Curriculum Consultant	Pam will coordinate the digital content, including selection of eResources, open source platforms, class content, and course creation committee.	<p>Pam has 20 years of classroom experience, working with special education, gifted and regular education students and holds teaching licenses in all of the above-mentioned areas. She has also served as a curriculum consultant for both the Medina and Tri-County Educational Service Centers, and is a former elementary principal.</p>	<p>Pam has effectively lead many committees including the district OTES committee, SLO committee and textbook selection committee. Recently, she worked with elementary math teachers in the district to help them select digital math content. Pam has assisted K-12 teachers in creating curriculum maps. Pam has offered many professional development classes (both face to face and online) and has received and coordinated</p>	

					several grants over the past years including an Ohio Reads Grant.	
Ryan	O'Cull	Technology Coordinator	<p>1. Work with administrators and teachers to provide advice as to what technology will suit their need.</p> <p>2. Order devices.</p> <p>3. Deploy devices.</p> <p>4. Manage devices.</p> <p>5. Troubleshoot problems including hardware and software.</p> <p>6. Repair devices.</p> <p>7. Work with 'student technology apprentices.'</p> <p>8. Coordinate with teacher technology leaders in each building.</p>	<p>Ryan has been with the district for 10 years. He holds a Bachelor of Education degree from the University of Toledo and a Masters in Instructional Technology from the University of Akron, his background enables him to offer a high level of technological solutions to meet district challenges.</p> <p>Ryan has expertise in:</p> <p>1. Configuring network and local servers.</p> <p>2. Establishing system-wide software and hardware standards, requirements and specifications.</p> <p>3. Reviewing and approving all system technology purchases to assure compatibility.</p> <p>5. Preparing proposals and soliciting bids for system technology needs.</p> <p>6. Evaluating hardware and software for classroom or administrative needs.</p> <p>7. Remaining current on new developments in the areas of software, hardware, networks, telecommunications, training and maintenance.</p> <p>8. Developing, managing, and evaluating the technology budget.</p> <p>9. Consulting with administrators and teachers to define equipment needs.</p> <p>10. Contracting with vendors to provide needed technology solutions.</p> <p>11. Reviewing reports of computer and peripheral equipment use, malfunction, and maintenance to ascertain costs and plan operating changes.</p> <p>12. Requisitioning new materials, maintenance supplies, and other miscellaneous items needed by the Technology Department.</p> <p>13. Requisitioning maintenance and repair parts for technology equipment.</p> <p>14. Repairing technology equipment.</p>	<p>1. Ryan purchases, deploys, and manages the technology for BRLSD's successful 1-1 iPad integration (K-3).</p> <p>2. He created the 'technology apprentice program' using high school students in 2012. High school students in the program are assigned to an elementary classroom where they do everything from managing applications to helping small groups of students with applications.</p> <p>3. He works with teacher technology leaders in the buildings to provide technology solutions for teachers.</p>	
Janice	Kollar	Middle School Teacher	<p>Janice will serve as Middle School Liaison.</p>	<p>Janice has been with the district for 13 years. She is currently teaching 8th grade American History. She has also taught 8th grade math, Algebra 1, and served as the gifted and talented instructor during her tenure. She has a masters degree in curriculum and instruction and utilizes technology into her lessons as well as utilizing twitter and Instagram for student/parent</p>	<p>Janice is a leader in the school district. She recently served as the building representative on the district OTES committee and is an OTES evaluator. She is respected by staff and administration.</p>	

				contact and activities.		
Kathleen	Frazier	Elementary Principal	Kathleen will provide strong leadership grades 4 - 5.	Kathleen has been with the district for 11 years. Before becoming the elementary principal, she was the Special Education Director. She brings an expertise in differentiation. She provides strong leadership in the elementary, while inspiring her staff to take pride in their accomplishments.	Kathleen has experience in grant administration. She brings expertise in differentiation and personalized learning.	